

district plan

2

*District Profile
Profile Sheet
County Checklist
Feedback Continuum*

District Professional Development Plan FRAMEWORK

Section 1: District Profile

- A. Fill in the required information on the professional development plan district profile sheet. Information required on this form is available from the school profile sheet at the top of each school report card.
- B. Fill in the required information on the Local Professional Development Committee profile sheet.
- C. Attach a copy of the school district's goals.

Section 2: Reflection on Previous Year's Plan

- A. Briefly summarize the positive aspects of your previous professional development program and explain how that program addressed the needs of staff and enhanced student learning.
- B. Briefly identify any challenges that your district may have encountered while implementing that plan.
- C. Based on your assessment of the previous professional development plan, explain how you will move forward in the development of the plan for next year.

Section 3: District Professional Development Needs

- A. Provide a narrative explaining how the LPDC assessed the professional development needs of the staff and addressed the learning needs of the students. The narrative should include a description of the methods used to gather information (i.e. focus groups, interviews, surveys of stakeholders, group activities, etc.).
- B. List the district's professional development needs.

Section 4: District Professional Development Vision and Goals

- A. Provide the district professional development vision statement. The vision should reflect New Jersey's Professional Development Standards and should emphasize the enhancement of student learning of the Core Curriculum Content Standards (CCCS). The vision statement may be revised as needed.
- B. List the district's professional development goals.

Section 5: District Professional Development Opportunities

- A. **Professional Development Opportunities** — List the professional development opportunities that have been identified to implement the district's professional development plan.
- B. **Resources** — Identify the resources needed to implement the district's professional development plan. These resources may include professional development budget information, allocation of professional development time, district personnel consultants, inter/intra district partnerships, and community resources.
- C. **Alignment** — Explain how this professional development plan reflects the New Jersey Professional Development Standards and the CCCS, and how the plan aligns with the district's needs.

Section 6: Evaluation of the Professional Development Program

- A. Explain how the LPDC plans to provide for ongoing evaluation of the implementation of the local professional development program. This description may include teacher and administrator evaluation of inservices and professional development activities, summaries of educator discussions about district professional development opportunities, and testimonials by individual educators regarding the implementation of new strategies and acquisition of new content knowledge.
- B. Describe how this plan builds on the previous district plan(s).

Professional Development Plan DISTRICT PROFILE SHEET

Name of District: _____

District Code: _____

Address: _____

County: _____

County Code: _____ District Factor Group: _____

Chief School Administrator: _____

Type of District (check one):

☐ K-5 ☐ K-6 ☐ K-12 ☐ 7-12 ☐ 9-12

Other (specify): _____

List names of school buildings, grades, current student enrollment and number of professional staff members:

Name of Building	School Code	Grades	Enrollment	Number of professional staff members, (all those who hold instructional or educational service licenses, such as child study team members)
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_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

(include additional pages if needed)

District Name: _____ County: _____

Local Professional Development Committee PROFILE SHEET

Name of District: _____

County: _____

Names of Professional Staff Members Elected to Committee:

_____	_____	_____	_____	_____
Name (please print)	Signature	Position	Term Expires (m/y)	Email

_____	_____	_____	_____	_____
Name (please print)	Signature	Position	Term Expires (m/y)	Email

_____	_____	_____	_____	_____
Name (please print)	Signature	Position	Term Expires (m/y)	Email

_____	_____	_____	_____	_____
Name (please print)	Signature	Position	Term Expires (m/y)	Email

Names of Administrators Appointed to Committee:

_____	_____	_____	_____	_____
Name (please print)	Signature	Position	Term Expires (m/y)	Email

_____	_____	_____	_____	_____
Name (please print)	Signature	Position	Term Expires (m/y)	Email

_____	_____	_____	_____	_____
Name (please print)	Signature	Position	Term Expires (m/y)	Email

Contact Person: _____

Phone: _____

Fax: _____

Email: _____

District Name: _____ County: _____

District Professional Development Plan CHECKLIST

Check to assure that all pieces of your plan are included. Use this sheet to check off each piece.

Required (✓)	Form	Included (✓)
✓	Title Page (include district name and county)	
✓	Table of Contents	
	Section 1	
✓	District profile sheet	
✓	Local Professional Development Committee profile sheet	
✓	Copy of school district's goals	
	Section 2	
✓	Summary of previous year's plan	
	Section 3	
✓	Narrative of assessment process	
✓	List of professional development needs	
	Section 4	
✓	District vision statement	
✓	List of district professional development goals	
	Section 5	
✓	List of professional development opportunities	
✓	Identification of resources	
✓	Explanation of plan alignment	
	Section 6	
✓	Explanation of ongoing evaluation	
✓	Description of how plan builds on previous district plan(s)	

District Professional Development Plan

“TABLE OF CONTENTS” Format Sample

Please submit pages of the district professional development plan to the county board in the following order:

1. DISTRICT PROFILE

- a. District Profile Sheet
- b. Local Professional Development Committee Profile Sheet
- c. Copy of School District’s Goals

2. REFLECTION ON PREVIOUS YEAR’S PLAN

- a. Summary of the positive aspects of last year’s district professional development program
- b. Identification of challenges district encountered in implementing the plan
- c. Plans for moving forward with professional development.

3. DISTRICT PROFESSIONAL DEVELOPMENT NEEDS

- a. Narrative explanation of the process used by the LPDC to assess the professional development needs of the staff
- b. Listing of district professional development needs

4. DISTRICT PROFESSIONAL DEVELOPMENT VISION AND GOALS

- a. District Professional Development Vision Statement
- b. List of District Professional Development Goals.

5. DISTRICT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

- a. List of Professional Development Opportunities.
- b. Identification of resources needed to implement the plan
- c. Explanation of how the plan aligns with the NJ Professional Development Standards, the CCCS, and the district’s needs

6. EVALUATION OF THE PROFESSIONAL DEVELOPMENT PROGRAM

- a. Explanation of how the LPDC intends to provide ongoing evaluation.
- b. Description of how the plan builds on previous district professional development plan(s)

**Pages must be numbered and correlate with the table of contents.*

District Name: _____ County: _____

EXPLANATION OF CHANGES IN THE FRAMEWORK FOR THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN

This sheet provides a summary of the changes made to the District Professional Development Plan 2002-2003.

Section 1: DISTRICT PROFILE

- Section 1 has been updated to include email addresses on the LPDC Profile Sheet. The form asks for the same information in a more logical graphic format.
- During the 2002-03 year, the LPDC submits a copy of *the District's annual goals*, rather than copies of the district mission statement, district and school goals, and philosophy as required in the Developmental Year.

Section 2: REFLECTION ON PREVIOUS YEAR'S PLAN

- Section 2 is new for 2002-2003. Since a prior plan exists, the LPDC is asked to reflect on the successes and/or challenges of the previous year's plan.
- This section should be in simple narrative form, responding to the three areas as indicated.

Section 3: DISTRICT PROFESSIONAL DEVELOPMENT NEEDS

- The LPDC must now provide a narrative that describes the methods used to gather input regarding district professional development needs rather than provide comprehensive statistical reports. One copy of the needs assessment tool(s) used to collect data may be attached as an appendix.

Section 4: DISTRICT PROFESSIONAL DEVELOPMENT VISION AND GOALS

- Section 4 has been modified to focus more clearly on the need for the District Professional Development Vision Statement to be aligned with the NJ Professional Development Standards, and to emphasize the enhancement of student learning of the Core Curriculum Content Standards.
- This section now requires the plan to include the district's *professional development* goals.

Section 5: DISTRICT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

- Section 5 has been modified to list the professional development opportunities and the resources needed to implement the plan.
- The LPDC must also explain how the professional development plan reflects the NJ Professional Development Standards and the Core Curriculum Content Standards, and how the plan aligns with the district's needs.

Section 6: EVALUATION OF THE PROFESSIONAL DEVELOPMENT PROGRAM

- Section 6 has been modified to require the LPDC to explain how it plans to provide for ongoing evaluation of the implementation of the local professional development program.
- In addition, this section requires the LPDC to explain how the 2002-2003 plan builds on the previous district plan.

District Professional Development Plan

COUNTY REVIEW FORM

Date Plan Received _____

Date Plan Reviewed _____

Date Plan Approved _____

Date Plan returned to district for revision _____

District: _____ County: _____

	Completed		Comments
	Yes	No	
Section 1: District Profile A. The district profile sheet is complete and attached. B. The local professional development committee profile sheet is complete and attached. C. The district's goals are attached.			
Section 2: Reflections on Previous Year's Plan A. Summarize last year's plan.			

District Name: _____ County: _____

District Professional Development Plan

HIGHLIGHTS OF THE 2002–2003 FEEDBACK CONTINUUM

The attached Feedback Continuum replaces the County Checklist used by the County Professional Development Boards during the Developmental Year.

The Feedback Continuum is to be used as a standardized communication tool designed to reflect areas of strength and weakness in local district professional development plans throughout the state. Areas of weakness will be identified and will require revision by the Local Professional Development Committee. Areas of strength will be recognized as a foundation for future growth.

The Feedback Continuum was designed to:

- help all those involved in professional development to understand the expectations of various characteristics of an acceptable professional development plan.
- help Local Professional Development Committees (LPDC) develop a meaningful plan and gain an awareness of their own progress and competencies.
- provide a tool to help County Professional Development Boards (CPDB) in their roles of approving local plans and providing constructive feedback to Local Professional Development Committees.

The Continuum should be used to view plans in a comprehensive, not a fragmented manner. Although there are three columns in the ACCEPTABLE range (to the right of the bold line), each column indicates a relative position on the continuum. The goal, of course, is to strive for the target. However, it may be unrealistic to expect that every district will be able to reach the target during these early years of the Professional Development for Teachers Initiative. The column labeled REVISION(S) REQUIRED (to the left of the bold line) clearly indicates that some portion of the local plan is unacceptable and therefore needs additional attention. Should that be the case, the plan must be returned to the LPDC for revisions and then resubmitted to the CPDB for reconsideration.

In using the continuum, the LPDCs should:

- assess where the 2001-2002 plan lies on the continuum and design the 2002-2003 plan to exhibit progress toward the target characteristics.
- design local plans that provide progressive challenges and opportunities for innovative professional development experiences.
- develop 2002-2003 plans that are as closely aligned with target characteristics as possible.

In using the continuum, the CPDBs should:

- keep the review process grounded in the philosophy of a continuum, reflecting progression, elaboration, and changes in local district needs.
- provide feedback on weak and static areas, encouraging movement toward the target characteristics.
- design feedback for the LPDCs keeping in mind the CPDB's role as information couriers and supportive partners.

When used as a communication tool between the CPDB and the LPDCs, comments and feedback should help local committees examine their plan and encourage innovation and growth. Plans are only to be returned for revisions if dimensions of the plan fall in the “Revision(s) Required” range (to the left of the bold line).

District Professional Development Plan

FEEDBACK CONTINUUM

	Revision(s) Required	Acceptable →	→ Good →	→ Target
NEEDS ASSESSMENT	<ul style="list-style-type: none"> Only Local Professional Development Committee (LPDC) and administrators participate No evidence of needs assessment No data sources evident 	<ul style="list-style-type: none"> Only teachers participate Single assessment strategy Few data sources evident 	<ul style="list-style-type: none"> Only school personnel participate Same assessment tools used with all stakeholders Some data sources evident 	<ul style="list-style-type: none"> Wide range of stakeholders participate Diverse assessment strategies tailored to stakeholders Extensive data sources evident
PROFESSIONAL DEVELOPMENT VISION AND GOALS	<ul style="list-style-type: none"> No attention to enhanced student learning No reflection of professional development standards No alignment with district needs 	<ul style="list-style-type: none"> Some attention to enhanced student learning of Core Curriculum Content Standards Some reflection of professional development standards Some alignment with district needs 	<ul style="list-style-type: none"> Emphasis on enhanced student learning Reflection of professional development standards Closely aligned with district needs 	<ul style="list-style-type: none"> Emphasis on enhanced student learning of Core Curriculum Content Standards Strong reflection of professional development standards Alignment with district needs
PROFESSIONAL DEVELOPMENT OPPORTUNITIES	<ul style="list-style-type: none"> No activities reflect Core Curriculum Content Standards No activities built on results of needs assessment No activities are continuous, sustained & job embedded No activities reflect collegial involvement of certified staff 	<ul style="list-style-type: none"> Some activities reflect attention to Core Curriculum Content Standards Some activities built on results of needs assessment Some activities are continuous, sustained & job embedded Some activities reflect collegial involvement of certified staff 	<ul style="list-style-type: none"> Many activities reflect attention to Core Curriculum Content Standards Many activities built on results of needs assessment Many activities are continuous, sustained & job-embedded Many activities reflect collegial involvement of certified staff 	<ul style="list-style-type: none"> All or most activities reflect attention to Core Curriculum Content Standards All or most activities built on results of needs assessment All or most activities are continuous, sustained & job embedded All or most activities reflect collegial involvement of certified staff
EVALUATION	<ul style="list-style-type: none"> No use of prior evaluation plan (in subsequent years) No evidence of evaluation (in subsequent years) No focus on impact on student learning No focus on teachers' content knowledge and classroom practice 	<ul style="list-style-type: none"> Some use of prior evaluation plan Some evidence of evaluation Some focus on impact of student learning Some focus on teachers' content knowledge & classroom practice 	<ul style="list-style-type: none"> Builds on some elements of prior evaluation Frequent evaluation throughout the year Focuses on impact of student learning Focuses on teachers' content knowledge & classroom practice 	<ul style="list-style-type: none"> Built solidly on prior evaluation plans Ongoing/continuous evaluation throughout the year Strong focus on impact of student learning Strong focus on impact on teachers' content knowledge & classroom practice

District Name: _____ County: _____

District Professional Development Plan

FEEDBACK CONTINUUM

	Revision(s) Required	Acceptable →	→ Good →	→ Target
NEEDS ASSESSMENT	<ul style="list-style-type: none"> • Only Local Professional Development Committee (LPDC) and administrators participate • No evidence of needs assessment • No data sources evident 	<ul style="list-style-type: none"> • Only teachers participate • Single assessment strategy • Few data sources evident 	<ul style="list-style-type: none"> • Only school personnel participate • Same assessment tools used with all stakeholders • Some data sources evident 	<ul style="list-style-type: none"> • Wide range of stakeholders participate • Diverse assessment strategies tailored to stakeholders • Extensive data sources evident
COMMENTS				
PROFESSIONAL DEVELOPMENT VISION AND GOALS	<ul style="list-style-type: none"> • No attention to enhanced student learning • No reflection of professional development standards • No alignment with district needs 	<ul style="list-style-type: none"> • Some attention to enhanced student learning of Core Curriculum Content Standards • Some reflection of professional development standards • Some alignment with district needs 	<ul style="list-style-type: none"> • Emphasis on enhanced student learning • Reflection of professional development standards • Closely aligned with district needs 	<ul style="list-style-type: none"> • Emphasis on enhanced student learning of Core Curriculum Content Standards • Strong reflection of professional development standards • Alignment with district needs
COMMENTS				

District Name: _____ County: _____

District Professional Development Plan

FEEDBACK CONTINUUM

	Revision(s) Required	Acceptable →	→ Good →	→ Target
PROFESSIONAL DEVELOPMENT OPPORTUNITIES	<ul style="list-style-type: none"> • No activities reflect Core Curriculum Content Standards • No activities built on results of needs assessment • No activities are continuous, sustained & job embedded • No activities reflect collegial involvement of certified staff 	<ul style="list-style-type: none"> • Some activities reflect attention to Core Curriculum Content Standards • Some activities built on results of needs assessment • Some activities are continuous, sustained & job embedded • Some activities reflect collegial involvement of certified staff 	<ul style="list-style-type: none"> • Many activities reflect attention to Core Curriculum Content Standards • Many activities built on results of needs assessment • Many activities are continuous, sustained & job-embedded • Many activities reflect collegial involvement of certified staff 	<ul style="list-style-type: none"> • All or most activities reflect attention to Core Curriculum Content Standards • All or most activities built on results of needs assessment • All or most activities are continuous, sustained & job embedded • All or most activities reflect collegial involvement of certified staff
COMMENTS				
EVALUATION	<ul style="list-style-type: none"> • No use of prior evaluation plan (in subsequent years) • No evidence of evaluation (in subsequent years) • No focus on impact on student learning • No focus on teachers' content knowledge and classroom practice 	<ul style="list-style-type: none"> • Some use of prior evaluation plan • Some evidence of evaluation • Some focus on impact of student learning • Some focus on teachers' content knowledge & classroom practice 	<ul style="list-style-type: none"> • Builds on some elements of prior evaluation • Frequent evaluation throughout the year • Focuses on impact of student learning • Focuses on teachers' content knowledge & classroom practice 	<ul style="list-style-type: none"> • Built solidly on prior evaluation plans • Ongoing/continuous evaluation throughout the year • Strong focus on impact of student learning • Strong focus on impact on teachers' content knowledge & classroom practice
COMMENTS				

District Name: _____ County: _____

District Professional Development Plan

NARRATIVE OF THE 2002-2003 CONTINUUM

Introduction

This fall, county professional development boards will begin reviewing district professional development plans for the 2002-2003 school year. During the developmental year, plan approval for 2001-2002 was contingent upon submission of a complete plan and county boards provided direction for plan improvement through feedback. The Professional Teaching Standards Board has worked to provide county boards with more support and direction by creating a feedback continuum for use in the coming year. This narrative will provide further help by:

- Outlining what constitutes plan approval;
- Providing expanded discussion of the plan dimensions; and
- Defining critical terminology.

Plan Approval for 2002-2003

A plan that requires revision of any indicator in any dimension (Vision Statement and Goals, Needs Assessment, Opportunities, Evaluation) must be returned so that the deficiency can be corrected. It is possible that a plan could need revision in only one of the four dimensions. Only the dimension or dimensions that require revision based on the continuum must be revised and reviewed again by the county professional development board for plan approval.

A critical role for county boards is to provide feedback that stresses each plan's strengths and helps districts build on those strengths while providing feedback to correct deficiencies. The goal is continuous improvement. The feedback continuum is designed to help county boards show districts the critical attributes of high quality professional development plans, giving them guidance toward continuous growth.

The timelines for this process will follow last year's schedule with alternate timelines as needed to build in time for needed revisions so that all district professional development plans are fully approved not later than the end of July 2002.

Plan Dimension: Vision Statement & Goals

An exemplary (target) plan has a clear vision focused on staff professional development as vital to enhancing student learning. It should be evident that a district has read and made use of the Professional Development Standards to begin expanding beyond the traditional "sit and get" workshops that offer no follow-up to actually implement skills that improve classroom practice. An exemplary (target) vision statement will provide a district's vision for professional development in language that is clear, concise and readily understandable. Similarly, a district's professional development goals will carry the vision into a list of attainable action steps the district will implement through their plan.

Plan Dimension: Needs Assessment

An exemplary (target) plan will have a thorough needs assessment which gathers input from a wide range of stakeholders... not just teachers and administrators, but also students, parents, the local board of education and community members. An exemplary (target) needs assessment will develop questions and strategies unique to each of these groups that will elicit needed information to drive the plan's focus and determine priorities for professional development efforts. An exemplary (target) needs assessment will go beyond surveys to look at many sources of data: standardized test scores; classroom tests and student work; absenteeism and discipline records; student mobility; staff turnover and other pertinent information that will help to ascertain how best to utilize professional development resources for maximum benefit.

Plan Dimension: Professional Development Opportunities

An exemplary (target) plan will offer professional development opportunities beyond traditional in-service days that occur a few times a year. Research has confirmed repeatedly that such “one-shot” opportunities without meaningful follow-up do not improve classroom practice or contribute to increased student learning. The Professional Development Standards provide an excellent guide to those activities and areas of study that are most likely to lead to increased professional skill in content knowledge and teaching practice. Exemplary (target) professional development opportunities will be those where planned activities thoroughly incorporate the Core Curriculum Content Standards and the results of the district's needs assessment. Such activities will be ongoing (such as study groups, curriculum writing and mapping, peer coaching) and directly related to each professional's primary job responsibilities. They will offer professionals the opportunity for collegial dialogue and collaborative work in the context of striving for continuous improvement in their practice. An exemplary (target) plan acknowledges that no one activity, speaker, or approach fits every need, and provides for a wide variety of choices grounded in adult learning theory. It balances the needs of groups and individuals and provides for shared decision-making as to the scope, sequence and delivery of professional development activities and opportunities.

Plan Dimension: Evaluation

The goal is continuous improvement. Exemplary (target) plans will provide clear and compelling evidence that they are measuring the results of their professional development efforts. This is not a “once a year” event but an ongoing activity within the cycle of planning and participating in professional development opportunities. A target evaluation will build on the work of the past using a variety of feedback formats and mechanisms to examine the impact of professional development activities on student learning and on teachers' content knowledge and classroom practice. An exemplary (target) evaluation plan will provide clear direction for future professional development efforts in the ongoing quest for continuous improvement.

TIMELINES FOR 2002–2003

District Professional Development Plan General Submission and Review Process

TIMELINE 1: *Both Parties Approve the Plan*

<i>Date</i>	<i>Activity</i>
November 30, 2001	The District Professional Development Committee submits the 2002-2003 District Professional Development Plan to the County Professional Development Board for review. County boards are to send district plans back to district committees as soon as reviews have been completed.
January 30, 2002	Deadline for the County Professional Development Board to return the approved district plan to the district committee with feedback. <i>Note: If the County Professional Development Board rejects the district plan, Timeline 2 will apply.</i>
February 15, 2002	The District Professional Development Committee submits the district plan approved by the County Professional Development Board to the District Board of Education for review.
March 29, 2002	The District Board of Education informs the district committee and County Professional Development Board of its decision to approve the district plan. <i>Note: If the District Board of Education rejects the district plan, Timeline 3 will apply.</i>
June 28, 2002	The county superintendent reports the approval of the district plan to the Commissioner of Education and reports on the status of plans on alternate timelines. <i>Note: If the district plan is rejected by both the County Professional Development Board and the District Board of Education, Timeline 4 will apply.</i>
September, 2002	Information about the content of the approved district professional development plan should be made available to district staff in writing.

TIMELINES FOR 2002–2003

District Professional Development Plan General Submission and Review Process

TIMELINE 2: *The County Board Rejects the Plan*

<i>Date</i>	<i>Activity</i>
November 30, 2001	The District Professional Development Committee submits the 2002-2003 District Professional Development Plan to the County Professional Development Board for review. Incomplete plans (those missing one or more parts) and plans in which one or more dimensions fall in the Revision(s) Required column on the Feedback Continuum will be rejected. County boards are to send district plans back to district committees as soon as reviews have been completed.
January 30, 2002	Deadline for the County Professional Development Board to return the rejected district plan to the district committee.
February 15, 2002	The District Professional Development Committee submits a completed/revised district plan to the County Professional Development Board for review.
March 1, 2002	The County Professional Development Board approves the completed district plan and returns it to the district committee with feedback.
March 15, 2002	The District Professional Development Committee submits the district plan approved by the County Professional Development Board to the District Board of Education for review.
April 30, 2002	The District Board of Education informs the district committee and County Professional Development Board of its decision to approve the district plan. <i>Note: If the District Board of Education rejects the district plan, Timeline 4 will apply.</i>
June 28, 2002	The county superintendent reports the approval of the district plan to the Commissioner of Education and reports on the status of plans on alternate timelines.
September, 2002	Information about the content of the approved district professional development plan should be made available to district staff in writing.

TIMELINES FOR 2002–2003

District Professional Development Plan General Submission and Review Process

TIMELINE 3: *The District Board of Education Rejects the Plan*

<i>Date</i>	<i>Activity</i>
November 30, 2001	The District Professional Development Committee submits the 2002-2003 District Professional Development Plan to the County Professional Development Board for review.
January 30, 2002	Deadline for the county board to return the approved district plan to the district committee with feedback. <i>Note: If the County Professional Development Board rejects the district plan, Timeline 4 will apply.</i>
February 15, 2002	The District Professional Development Committee submits the district plan approved by the county board to the District Board of Education for review.
March 29, 2002	The District Board of Education returns the district plan to the district committee with the reasons for rejection and notifies the County Professional Development Board. <i>Note: Members of the District Board of Education and district committee meet to address and resolve problems regarding the district plan.</i>
April 30, 2002	The revised district plan is submitted to the County Professional Development Board for additional approval.
May 15, 2002	The county board approves the revised district plan and returns it to the district committee. The district committee submits the revised plan to the District Board of Education for final approval.
June 14, 2002	The District Board of Education approves the revised plan and notifies the district committee and the county board.
June 28, 2002	The county superintendent reports the approval of the revised district plan to the Commissioner of Education.
September, 2002	Information about the content of the approved district professional development plan should be made available to district staff in writing.

TIMELINES FOR 2002–2003

District Professional Development Plan General Submission and Review Process

TIMELINE 4: *Both Parties Reject the Plan*

<i>Date</i>	<i>Activity</i>
November 30, 2001	The District Professional Development Committee submits the 2002-2003 District Professional Development Plan to the County Professional Development Board for review. Incomplete plans (those missing one or more parts) and plans in which one or more dimensions fall in the Revision(s) Required column of the Feedback Continuum will be rejected. County boards are to send district plans back to district committees as soon as reviews have been completed.
January 30, 2002	Deadline for the County Professional Development Board to return the rejected district plan to the district committee.
February 15, 2002	The District Professional Development Committee submits a completed/revised district plan to the County Professional Development Board for review.
March 1, 2002	The County Professional Development Board approves the completed/revised district plan and returns it to the district committee with feedback.
March 15, 2002	The District Professional Development Committee submits the district plan approved by the County Professional Development Board to the District Board of Education for review.
April 30, 2002	The District Board of Education returns the district plan to the district committee with the reasons for rejection and notifies the County Professional Development Board. <i>Note: Members of the District Board of Education and district committee meet to address and resolve problems regarding the district plan.</i>
May 30, 2002	The revised district plan is submitted to the County Professional Development Board for additional approval.
June 14, 2002	The county board approves the revised district plan and returns it to the district committee. The district committee submits the revised plan to the District Board of Education for final approval.
July 12, 2002	The District Board of Education approves the revised plan and notifies the district committee and the county board.
July 26, 2002	The county superintendent reports the approval of the revised district plan to the Commissioner of Education.
September, 2002	Information about the content of the approved district professional development plan should be made available to district staff in writing.